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AUTHOR Oxendine, Joseph B.; Roberts, Jean E.
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ABSTRACT

Information was solicited on trends in physical education programs in four-year colleges and universities, and the results were compared with the results of three similar earlier studies. It was found that: (1) physical education offerings for the general college student continue to be almost universal; (2) the requirement of physical education has continued to decline substantially, a trend that had been noted as early as the 1972 study; (3) the majority of all courses now offered are coeducational (4) the prevalence of team sports has declined, and the most successful courses now are fitness activities, outdoor activities, racquet sports, dance, winter sports, and skin and scuba diving; (5) the percentage of students electing physical education courses has increased; (6) less than one-half of the physical education faculty are in a tenure track; and (7) a significant increase can be noted in the percentage of institutions giving credit for physical education. Questionnaire items and tables are included. (MM)

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NASPE-COLLEGE PHYSICAL EDUCATION COUNCIL STATUS REPORT

ED153991

The General Instruction Program in Physical Education at Four-Year Colleges and Universities: 1977

The nature and extent of the general instruction program in physical education[1] for students in four-year colleges and universities is a matter of continuing interest to all physical educators in institutions of higher learning. A decade ago this interest was centered largely on the issue of the "requirement" of physical education for all students. In recent years, however, concern has shifted appreciably to include other matters such as the development of innovative courses and programs, the effects of Title IX and other efforts to eliminate sexism, and the development and maintenance of dynamic elective programs.

Though somewhat reduced from the level of intensity of several years ago, the requirement is still an important issue at many institutions. As recently as five years ago, three-fourths of the four-year institutions of higher learning in this country required that all students complete one or more physical education courses prior to graduation. There is a general assumption that the percentage of institutions retaining the requirement is lower today with some persons stating that it is no longer a realistic expectation. It is true, of course, that all general curricular requirements for college students are less prevalent than was the case a few years ago.

Despite the recent trend toward greater curricular flexibility and student options, there are signs that traditional practices and requirements regarding undergraduate curricula are beginning to return. Malcolm G. Scully, writing the lead article in the February 7, 1977 issue of *The Chronicle of Higher Education*, reports on the move by a growing number of institutions to reinstate required courses. He states that "Many are seeking to define, once again, what should constitute the 'common core' of knowledge for students. . . . Some institutions have already reinstated the general-education requirements that until the 1960s were common at most colleges and universities. Others are considering similar moves."

At many institutions today, emerging concerns such as the effects of Title IX, the status of elective offerings, and new curricular directions have replaced the requirement as a primary issue. Consequently, this project, initiated and sponsored by the College Physical Education Council of the National Association for Sport and Physical Education, was designed not only to update information on the status of the physical education requirement, but further, to provide information on developments relative to more recent concerns which have arisen in these programs. As a point of reference, this study will review curricular patterns in comparison to earlier studies conducted in 1961, 1968, and 1972.[2]

Procedures

A four-page questionnaire was prepared to solicit information on course offerings, requirements, elective patterns, innovations, sex patterns, and other trends. In late February 1977, this document was mailed to the chairs of physical education departments at 1,121 four-year colleges and universities. The group of addresses included all institutions listed in the *College Blue Book* (15th edition, Volume 3, 1975) which met the following criteria: (1) a four-year institution; (2) having undergraduate enrollment of 500 or more students; (3) accredited by the regional accrediting agency; (4) classified as a college or university, or by a similar term descriptive of a general institution of higher learning. Restricted professional schools, seminaries, conservatories, or similarly specialized institutions were not included. Therefore, as with the two most recent studies, this project included all institutions meeting the criteria, not a sample.

Of the 1,121 questionnaires mailed, 667 (60%) were completed and returned in time to be included in the analysis. The returned questionnaires were grouped into six categories according to the size of the undergraduate student enrollment (500-1,000; 1,000-2,500; 2,500-5,000; 5,000-10,000; 10,000-20,000; over 20,000), into two groups according to the public versus private affiliation of the institution, and into three groups according to the sex component of the student body (all-male, all-female, and coeducational). Institutional descriptions relative to these categories were provided by the respondents. The "over 20,000" group was a new category this year, not having been included in either of the previous studies.

In categories designating the sex make up of the undergraduate student body, 632 institutions were identified as coeducational and 35 as all-female. It was interesting to find that there were no returns from institutions identified as all-male. This can be compared with the 1968 study in which 36 all-male institutions were included and the 1972 study which included 16. The number of female institutions declined from 83 in 1968 to 67 in 1972 and 35 in this study.

All groupings, tabulations, and computations were done by hand and with a desk calculator. For ease of interpretation data are presented in percentages of respondents to the questionnaire rather than in raw scores. Inasmuch as not all questions were answered by every respondent, the percentage for each question is based on the

This study was conducted and reported for the College Physical Education Council of the National Association for Sport and Physical Education by JOSEPH B. OXENDINE, dean, College of Health, Physical Education, Recreation and Dance, Temple University, Philadelphia, Pennsylvania 19122, and JEAN E. ROBERTS, doctoral candidate at Temple University and now at the University of New Hampshire.

[1] The general instruction program as used in this discussion may also be referred to as the "service," "basic instruction," or "nonmajor" program.

[2] Summaries of three previous studies by Oxendine were published in the *Journal of Health, Physical Education, Recreation*: "The Service Program in 1960-61," in September 1961 (pp. 37-38); "The 1967-68 Status of Required Physical Education Programs in Colleges and Universities," in January 1969 (pp. 32-35); and "Status of General Instruction Programs of Physical Education in Four-Year Colleges and Universities in 1971-72," in March 1972 (pp. 26-28).

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response to that particular question rather than on the basis of the total 667 respondents.

Availability of Physical Education Programs

Physical education offerings for the general college student continue to be almost universal. Virtually all institutions with an undergraduate student body larger than 5,000 include physical education in the curriculum. In fact, all respondents in the "over 20,000" group provide such offerings while 99% of those in other categories over 5,000 provide physical education courses for the general university student. One can speculate that the lack of available facilities at smaller institutions may be a factor in their not providing physical education offerings. Public institutions (98%) are surer of offering physical education courses than are private institutions (90%). All-female institutions (86%) are less likely to provide such offerings than are coeducational institutions (95%). All in all, 94% of all responding institutions provide physical education for the general college student. These findings are similar to those of the 1972 study.

The Requirement

The requirement of physical education in four-year institutions has continued to decline substantially, a trend which had been noted in the 1972 study. Of the responding institutions, 57% reported that physical education is required of all students prior to graduation, with another 13% reporting a requirement for some departments or colleges. The 57% requirement figure compares with previously reported figures of 83% in 1961, 87% in 1968, and 74% in 1972. Thus, the decline which was clearly evident in 1972 continued with another 17% of the institutions dropping the requirement over the past five years.

Where physical education is mandated, the most typical pattern is a one-year requirement. Slightly more than half have a one-year requirement while just under one-third retain the two-year requirement. This represents a shift away from the two-year requirement which was more prevalent five and 10 years ago.

A greater percentage of small institutions require physical education than do larger ones. However, larger institutions are more likely to retain the requirement for certain colleges or departments. Private institutions, and those limited to female students, have retained the requirement more frequently than have public or coeducational institutions. Larger institutions took action to eliminate the requirement five to 10 years ago whereas smaller institutions followed that course of action more recently.

It is interesting to note the relatively high percentage of institutions which have no particular courses required of the total student body. Of the institutions not requiring physical education, 35% do not require any other specific course for all students. No definitive evidence can be presented here as to recent trends of general institutional requirements because this particular question was not included in previous surveys.

In institutions retaining the physical education requirement, there has been a dramatic drop in the number of students excused from physical education for reasons of health, physical handicap, prior military service, varsity sports, or psychological problems. Perhaps today's programs are such as to adapt to individual needs and/or possibly there is a realization that the reasons previously presented are no longer valid. The number of students actually excused was most frequently reported to be 3%.

Competency tests as a means of "opting out" of the physical education requirement are now available in one-third of the institutions. However, it is reported that less than one-fourth of the students actually take advantage of this option. Larger institutions are more likely to offer the competency tests than are smaller ones.

Sex Composition of Courses

The great majority of all courses are now offered on a coeducational basis. On the average, institutions report that 89% of all courses are available to both men and women. The most prominently segregated courses are (for men) basketball, wrestling, football, weight training, and gymnastics and (for women) basketball, field hockey, gymnastics, and lacrosse.

Respondents report that faculty teaching assignments are now made on the basis of expertise of the instructor and not in regard to the sex composition of the class. Only 15% report that any attempt is made to match faculty with students of the same sex. This does not seem to vary according to the size or nature of the institution.

Faculty perceptions are that the skill acquisition of male students is unaffected by the presence of females in the class. However, nearly half report the faculty believe that skill level for women is enhanced as a result of the presence of males in class.

Faculty perceptions are that the interest levels of both men and women students are greatly enhanced with the introduction of coeducational classes. About half of the respondents report an increase in student interest in physical education activities with women being slightly more influenced than men. Only 5 to 6% believe that interest levels were inhibited in coeducational classes. Statements from program administrators regarding the institution and success of coeducational courses were almost all positive.

Trends in Course Offerings

Significant shifts have occurred in the physical education course offerings at institutions of all types. Categories of activities showing the greatest gain during recent years are individual sports, dual sports, outdoor skills (including survival activities), and basic movement and fitness activities. The prevalence of team sports as a part of curricula continues to show a dramatic decline, as was initially revealed in the 1968 and 1972 studies. Consequently, course offerings are now almost evenly balanced among categories including aquatics, basic movement and fitness, dance and rhythms, individual sports, and team activities. There are still a substantial number of institutions which require swimming (42%) and basic fitness (26%) as specific course requirements.

The most popular course by far is tennis. It is selected as the course in greatest demand by students more than three times as often as any other course. Following in order relative to demand were hand/paddle/racquet ball, dance, golf, bowling, fitness, and aquatics. At all-female institutions, the demand for tennis and dance was most prominent.

The most successful *new* courses added to the curriculum during the past several years are (1) various forms of fitness activities (including jogging, aerobics, etc.), (2) outdoor activities (backpacking, rock climbing, orienteering, survival skills), (3) racquet sports (hand paddle, racquet ball, squash), (4) all forms of dance, (5) winter sports (especially down hill and cross country skiing), and (6) skin and scuba diving. Other newly introduced activities which have proven especially popular include yoga, self-defense, and a wide variety of aquatic activities.

The tendency of institutions to offer lecture courses for the general student remains relatively unchanged. Between 10% and 20% of all institutions offer each of the following courses: first aid, coaching skills, physiology, kinesiology, philosophy, and anatomy.

Elective Programs

According to the estimates to program administrators, the percentage of students electing to take physical education courses has gradually increased during the past several years. Currently more than one-third of students elect to take courses (where not required) with students at small and moderately sized institutions being more prone to elect physical education. Students at all-female institutions are the group most likely to elect physical education courses.

In institutions where the physical education requirement was eliminated in recent years, more than half report that current enrollments are at the level of 80 to 100% of the enrollment during the last year of the requirement. Only one-fourth of the institutions report that the enrollment has dropped below 40%. Further, credit-hour generation has regained most of any initial drop-off with most institutions reporting the credit-hour generation at more than 80% of the level during the last year of the requirement.

Institutions with an elective program report that an equal number of men and women elect physical education. This pattern seems not to depend on the size of the institution or whether it is public or private.

Teaching Faculty

Less than one-half of the faculty teaching physical education (42%) are in a tenure track. There are an equal number of part-time faculty and those on special (non-tenure) appointments. Most frequently employed in these categories are persons in the local area who do not have traditional preparation for faculty status. Such persons are employed to teach courses most recently initiated, such as the martial arts, yoga, skiing, scuba, or special forms of dance. Larger institutions have up to one-fifth or one-fourth of the physical education courses taught by graduate assistants or teaching assistants.

Credit and Grades

A significant increase can be noted in the percentage of institutions giving credit for physical education. In fact, all institutions with enrollments greater than 10,000 award academic credit for physical education. The 89% of all institutions awarding such credit has risen substantially from the 74% reported in 1968 and 82% in 1972. All-female institutions are least likely to award graduation credit for physical education. Of all institutions, 75% count physical education credits toward point-hour ratios compared to 63% in 1968 and 70% in 1972. Practically all large institutions count such credit.

The most typical pattern is for institutions to offer physical education courses for one semester-hour (or quarter-hour) credit. Very large institutions have a greater tendency than do smaller ones to offer courses which carry more than one hour credit. Smaller institutions more frequently offer courses for less than one hour credit.

Grades given in physical education—whether letter, pass-fail, credit-no credit, or numerical—are usually consistent with grades given in other courses at the institution. Large institutions and those with public affiliation are most certain to award grades on the same basis as for other courses. Almost one-fifth of all institutions give students an option of the type of grade to be received in physical education.

According to the observations of program administrators, final grades in physical education are awarded on the same criteria as was reported five and 10 years ago. Although a good many respondents indicated that it was impossible to generalize on the grading system across instructors and courses, most reported that the factors most heavily weighed were skill proficiency, participation and attendance, knowledge, and personal qualities, in that order.

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TABLE 1

QUESTIONNAIRE RESULTS FOR ALL INSTITUTIONS GROUPED ACCORDING TO THE NUMBER OF UNDERGRADUATE STUDENTS

Questionnaire Items	Institutions Grouped by Size						
	500-1,000 N=152	1,000-2,500 N=203	2,500-5,000 N=104	5,000-10,000 N=107	10,000-20,000 N=69	Over 20,000 N=32	All Institutions N=667
A. PROGRAMS AND REQUIREMENTS							
1. Physical education courses for the general college student: (N=667)							
a. are offered	95%	91%	89%	99%	99%	100%	94%
b. are not offered	5	9	11	1	1	0	6
2. For graduation, physical education is required of: (N-648)							
a. all students	66	71	48	47	40	19	57
b. none of the students	23	22	40	35	31	53	30
c. students in some colleges or departments	11	7	11	18	29	28	13
The percentage included in c (above)							
0-24	56	50	56	33	58	86	54
25-49	13	20	0	14	26	14	16
50-74	13	10	22	20	5	0	12
75-100	19	20	22	33	11	0	18
3. Before graduation, students must take physical education for: (N=446)							
a. less than one year	10	14	14	13	25	21	12
b. one year	53	49	52	58	55	50	45
c. two years	34	34	30	25	20	15	26
d. three years	1	1	2	2	0	7	1
e. four years	3	1	2	2	0	7	2
4. Where no physical education requirement exists, it was terminated: (N=246)							
a. during the past four years	39	31	18	24	24	9	26
b. five-ten years ago	50	47	58	50	49	78	53
c. over ten years ago	5	2	0	7	11	13	5
d. never had a requirement	7	20	24	19	16	0	16

TABLE 1
(continued)

Questionnaire Items	Institutions Grouped by Size						
	500-1,000 N=152	1,000-2,500 N=203	2,500-5,000 N=104	5,000-10,000 N=107	10,000-20,000 N=69	Over 20,000 N=32	All Institutions N=667
5. Where no physical education requirement exists, there are: (N=247)							
a. no other courses required	38%	37%	35%	39%	35%	30%	35%
b. other courses required	62	63	65	61	65	70	65
6. The physical education requirement has existed for: (N=470)							
a. more than five years	95	99	100	98	95	100	97
b. less than five years	5	1	0	2	5	0	3
7. The requirement of other courses (non p.e.) has been reinstituted (or instituted) within the past five years	10	0	14	16	7	13	9
8. Students are excused from the physical education requirement for: (N=856) *							
a. medical reasons	37	4	38	36	24	37	29
b. age	15	1	16	16	17	14	13
c. prior military service	15	15	26	26	30	21	22
d. varsity sport participation	12	9	7	6	10	14	10
e. other	8	14	4	7	4	0	6
f. psychological problems	4	46	5	5	10	14	14
g. marital status	4	7	0	0	2	0	2
9. Approximate percentage of students excused: (N=449)	3	3	6	3	3	2	3
10. In lieu of a course requirement competency tests: (N=432)							
a. are offered	26	32	33	42	35	82	34
b. are not offered	74	68	67	58	65	18	66
11. Where competency tests are offered, the percentage of students who attempt them is: (N=128)							
0-24	88	88	94	100	92	88	91
25-49	8	8	0	0	8	0	5
50-74	0	3	0	0	0	0	1

*Some respondents checked more than one alternative

TABLE 1
(continued)

Questionnaire Items	Institutions Grouped by Size: 500-1,000 N=152	1,000-2,500 N=203	2,500-5,000 N=104	5,000-10,000 N=107	10,000-20,000 N=69	Over 20,000 N=32	All Institutions N=667
B. CREDITS AND EVALUATION							
1. Credits towards graduation: (N=617)							
a. are given	86%	82%	90%	94%	100%	100%	89%
b. are not given	14	18	10	6	0	0	11
2. Before graduation students must complete: (N=409)							
a. 1 semester hour	7	6	6	11	9	9	7
b. 2 semester hours	41	36	42	39	34	36	38
c. 3 semester hours	19	21	18	24	23	27	21
d. 4 semester hours	29	29	26	15	25	9	25
e. over 4 semester hours	4	8	8	12	9	18	8
3. Number of semester (or quarter) hours given per contact hour: (N=512)							
Zero	4	6	1	0	0	0	3
One quarter	6	6	3	1	1	3	5
One third	9	13	15	11	15	22	13
One half	62	50	56	70	65	51	59
Two thirds	0	2	2	4	4	3	3
One	14	12	18	10	9	14	13
More than 1	1	6	2	3	3	3	4
4. Credit hours courses typically carried are: (N=686) *							
0	13	15	9	6	3	2	10
1/2	11	14	13	9	4	7	11
1	67	57	63	68	79	63	65
2	4	9	13	11	12	22	10
3	3	4	1	7	0	2	3
4	1	1	1	0	1	2	1
5. When proficiency tests are passed in lieu of taking the course, students: (N=265)							
a. receive credit hours towards graduation	43	43	50	53	50	54	48
b. receive grades on their transcripts	15	26	35	32	29	29	27
c. are excused from the requirement	41	31	15	15	21	17	25

*Some respondents checked more than one alternative.

TABLE 1
(continued)

Questionnaire Items	Institutions Grouped by Size						
	500-1,000 N=152	1,000-2,500 N=203	2,500-5,000 N=104	5,000-10,000 N=107	10,000-20,000 N=69	Over 20,000 N=32	All Institutions N=667
6. Grades in physical education: (N=702) *							
a. letter	46%	50%	51%	57%	53%	43%	50%
b. pass/fail or credit/no credit	38	38	30	20	22	24	31
c. numerical	1	2	1	4	0	16	3
d. student has option	16	10	18	19	25	18	18
7. Compared with other courses, the grading system is: (N=566)							
a. consistent	73	79	83	82	87	90	80
b. not consistent	27	21	17	18	13	10	20
8. Grades in physical education: (N=602)							
a. count in grade point hour ratios	66	63	82	81	96	97	75
b. do not count in grade point hour ratios	34	37	18	19	4	3	25
9. Grades in physical education: (N=497)							
a. are included in honors for graduation	64	64	75	78	88	96	73
b. are not included in honors for graduation	36	36	25	22	12	4	27
10. Final written exams are: (N=602)							
a. administered in all courses	27	39	33	40	49	52	38
b. not administered	18	13	11	6	1	0	10
c. administered in some	56	49	56	54	50	48	52
The percentage included in c (above)							
0-19	11	12	9	17	7	21	12
20-39	15	23	9	6	11	14	14
40-59	21	22	28	8	14	14	19
60-79	30	20	21	27	29	38	25
80-99	23	23	33	42	39	14	29

*Some respondents checked more than one alternative.

TABLE 1
(continued)

Questionnaire Items	Institutions Grouped by Size						
	500-1,000 N=152	1,000-2,500 N=203	2,500-5,000 N=104	5,000-10,000 N=107	10,000-20,000 N=69	Over 20,000 N=32	All Institutions N=667
11. Physical performance exams are: (N=618)							
a. given in all courses	40%	39%	36%	54%	56%	65%	45%
b. not given	20	19	12	9	3	0	13
c. given in some	40	42	52	37	41	35	42
The percentage included in c (above)							
0-19	8	19	8	4	7	0	13
20-39	10	16	29	8	11	17	16
40-59	41	31	26	24	14	0	27
60-79	21	13	24	36	29	66	22
80-99	21	19	13	28	39	17	22
12. Final grades are based on the following factors and to the extent indicated:							
a. skill	28	29	34	32	33	43	29
b. fitness	15	15	12	16	11	13	14
c. knowledge	20	20	20	19	21	15	20
d. personal qualities	10	10	9	12	9	10	11
e. attendance & participation	25	24	23	18	23	17	23
f. impossible to generalize for all instructors	21	30	14	17	12	6	16
C. COURSE OFFERINGS							
1. Percentage of courses offered:							
a. aquatics	13	15	14	14	14	14	14
b. basic movement & fitness activities	15	15	14	12	14	14	14
c. dance and rhythms	14	13	14	14	13	13	14
d. individual sports	20	16	15	15	14	15	16
e. dual sports	14	12	13	14	13	11	13
f. team sports	14	12	13	14	13	14	13
g. combative activities	5	8	10	10	11	12	9
h. outdoor skills (adventure, survival)	5	8	8	7	8	8	7

TABLE 1
(continued)

Questionnaire Items	Institutions Grouped by Size: 500-1,000 N=152	1,000-2,500 N=203	2,500-5,000 N=104	5,000-10,000 N=107	10,000-20,000 N=69	Over 20,000 N=32	All Institutions N=667
2. Percentage of institutions reporting recent increases in listed course offerings:							
a. individual sports	22%	22%	21%	21%	19%	17%	21%
b. basic movement & fitness activities	17	15	16	16	15	18	16
c. dual sports	13	13	8	16	17	12	13
d. aquatics	13	15	16	16	15	18	16
e. dance and rhythms	13	12	13	11	15	12	12
f. outdoor skills (adventure)	12	16	14	13	13	14	14
g. combative activities	6	4	9	6	10	9	7
h. team sports	4	4	9	6	10	9	7
3. Percentage of institutions reporting recent decreases in listed course offerings:							
a. team sports	44	45	39	49	42	60	45
b. aquatics	17	14	9	15	13	5	13
c. combative activities	10	16	21	10	13	15	14
d. dance and rhythms	9	10	7	11	11	10	9
e. dual sports	8	4	9	8	4	0	6
f. basic movement & fitness activities	8	8	9	5	9	5	8
g. individual sports	4	1	3	1	2	5	2
h. outdoor skills (adventure)	0	1	3	0	4	0	1
4. The trend to offer non-activity (lecture) courses to the general college student has been:							
a. increasing	43	58	62	57	43	64	53
b. decreasing	57	42	38	43	57	36	47
5. Courses available to non-major students:							
a. first-aid	20	20	21	20	22	19	19
b. coaching-skills	16	18	19	17	17	16	17
c. anatomy	15	10	11	10	11	9	11
d. physiology	15	13	13	11	12	12	12
e. kinesiology	13	12	11	13	10	12	12
f. philosophy	9	7	6	9	8	8	12
g. social dimensions	6	6	7	9	8	9	7
h. psychological dimensions	6	7	8	8	9	9	7
i. other	1	5	3	3	3	6	3

TABLE 1
(continued)

Questionnaire Items	Institutions Grouped by Size: 500-1,000 N=152	1,000-2,500 N=203	2,500-5,000 N=104	5,000-10,000 N=107	10,000-20,000 N=69	Over 20,000 N=32	All Institutions N=667
6. Activity courses required of all students: (N=125)							
a. swimming	38%	39%	65%	30%	67%	50%	42%
b. basic fitness	17	33	18	40	33	50	26
c. other	45	27	18	30	0	0	31
7. Activity courses in greatest demand: (N=1803) *							
a. tennis	28	28	30	29	32	26	29
b. dance (all forms)	9	6	7	7	10	16	8
c. bowling	7	6	5	8	1	7	6
d. fitness	7	5	7	6	7	8	6
e. swimming	7	6	6	4	2	4	4
f. golf	6	6	6	10	6	4	7
g. volleyball	6	6	4	4	1	0	4
h. aquatics	5	5	6	5	10	11	6
i. hand/paddle/racquet ball	4	8	7	10	8	13	8
j. skiing (snow)	1	4	5	5	2	2	3
8. Off-campus courses for credit: (N=540)							
a. are offered	61	56	56	64	67	70	60
b. are not offered	39	44	44	36	33	30	40
9. Off-campus courses are offered: (N=756) *							
a. close to the campus	54	53	55	59	48	53	55
b. at distant sites	43	47	45	41	52	47	45
10. Independent study courses: (N=578)							
a. are offered	70	64	44	44	49	45	57
b. are not offered	30	36	56	56	51	55	43
11. The most successful courses added during the past three years are: (N=1116) *							
a. jogging/fitness	12	11	11	11	11	7	11
b. hand/paddle/racquet ball	10	7	9	12	9	10	9
c. aquatics	8	11	9	6	3	16	9
d. camping (backpacking, orienteering, rock climbing)	7	11	10	9	14	10	10
e. dance (all forms)	7	9	6	7	4	11	7
f. snow skiing (cross country and downhill)	3	10	11	7	3	2	7
g. skin and scuba diving	2	6	8	10	7	10	7

*Some respondents checked more than one alternative.

TABLE 1
(continued)

Questionnaire Items	Institutions Grouped by Size						
	500-1,000 N=152	1,000-2,500 N=203	2,500-5,000 N=104	5,000-10,000 N=107	10,000-20,000 N=69	Over 20,000 N=32	All Institutions N=667
12. Special fees for physical education equipment: (N=525)							
a. are assessed	19%	15%	23%	49%	60%	28%	26%
b. are not assessed	56	50	42	51	38	25	46
c. are assessed for certain courses; e.g., rentals	25	39	35	0	2	47	27
D. ELECTIVE PROGRAMS							
1. Students who have elected to take at least one course during the years shown: (N=753) *							
a. 1976-77	42	39	31	31	33	28	3.
b. 1975-76	39	38	28	28	32	21	32
c. 1974-75	39	36	27	27	29	20	30
d. 1973-74	38	40	24	25	24	20	29
2. Physical education requirement was eliminated: (N=153)							
a. before 1967	7	3	8	15	13	15	10
b. 1968-72	59	57	84	63	46	75	63
c. 1973-77	33	40	8	22	42	10	27
3. Present enrollment compared with year of elimination enrollment: (N=129)							
a. 80-100+	45	58	35	64	53	65	53
b. 40-79	23	24	15	18	32	21	22
c. under 20-39	32	20	50	18	16	14	25
4. Present credit hour generation compared with that of year of elimination: (N=80)							
a. 80-100+	54	79	50	83	65	67	69
b. 40-79	18	21	0	11	30	8	17
c. under 20-39	27	0	50	6	6	25	15
5. The percentage of students electing physical education: (N=422)							
a. are men	47	50	50	54	44	51	49
b. are women	53	50	50	46	56	49	51

*Some respondents checked more than one alternative.

TABLE 1
(continued)

Questionnaire Items	Institutions Grouped by Size: 500-1,000 N=152	1,000-2,500 N=203	2,500-5,000 N=104	5,000-10,000 N=107	10,000-20,000 N=69	Over 20,000 N=32	All Institutions N=667
E. TEACHINC FACULTY							
1. The percentage of faculty teaching in the general instruction program:							
a. are tenured or on a tenure track	48%	44%	39%	35%	30%	26%	42%
b. are part-time faculty	22	28	21	20	21	21	20
c. are graduate or teaching assistants	4	6	11	16	21	24	11
d. are part-time faculty	24	26	22	22	21	23	22
e. are from other classifications	1	4	7	8	6	6	5
F. SEX COMPOSITION OF COURSES							
1. Percentage of co-educational courses: (N=584)	85	85	91	96	82	97	89
2. Where segregated classes exist these courses are: (N=367)							
a. limited to men							
basketball	21	21	17	18	16	19	19
weight training/lifting	14	12	8	1	6	0	8
wrestling	13	21	33	30	35	48	27
football	10	17	14	12	16	14	14
gymnastics	6	5	14	9	6	5	7
b. limited to women							
basketball	20	21	21	19	18	18	21
field hockey	11	15	15	13	15	18	15
gymnastics	11	12	18	17	15	18	15
figure/weight control	9	13	21	14	0	18	13
softball	7	5	0	0	0	0	0
lacrosse	4	5	9	7	3	0	6
3. Teaching assignments are made with regard to the sex composition of the class: (N=581)							
a. no	82	85	81	88	90	81	85
b. yes	18	15	19	12	5	19	15

TABLE 1
(continued)

Questionnaire Items	Institutions Grouped by Size						
	500-1,000 N=152	1,000-2,500 N=203	2,500-5,000 N=104	5,000-10,000 N=107	10,000-20,000 N=69	Over 20,000 N=32	All Institutions N=667
4. In co-ed classes, faculty perceptions are that skill acquisition is: (N=589)							
a. for men							
enhanced	15%	25%	20%	20%	33%	12%	21%
hindered	16	18	22	14	18	24	19
unaffected	68	56	58	65	50	64	69
b. for women							
enhanced	33	51	42	47	54	42	45
hindered	6	5	11	6	3	8	6
unaffected	62	45	47	46	43	50	49
5. In co-ed classes, faculty perceptions are that interest levels are: (N=506)							
a. for men							
enhanced	38	52	39	50	46	52	46
inhibited	6	5	6	7	13	0	6
unaffected	56	43	55	42	40	48	47
b. for women							
enhanced	41	56	46	58	54	60	55
inhibited	7	5	8	2	9	0	5
unaffected	57	38	46	40	38	40	39

TABLE 2

QUESTIONNAIRE RESULTS FOR ALL INSTITUTIONS GROUPED BY PUBLIC-PRIVATE AFFILIATION AND BY SEX MAKE-UP OF THE STUDENT BODY

Questionnaire Items	Affiliation		Sex Make-Up	
	Public N=298	Private N=369	Co-ed N=632	All Female N=35
A. PROGRAMS AND REQUIREMENTS				
1. Physical education courses for the general college student: (N=667)				
a. are offered	99%	90%	95%	86%
b. are not offered	1	10	5	14
2. For graduation physical education is required of:				
a. all students	51	62	56	62
b. none of the students	30	30	30	35
c. students in some colleges or departments	19	8	14	3
The percentage included in c (above)				
0-24	47	71	53	25
25-49	19	11	16	0
50-74	13	11	13	25
75-100	22	7	18	50
3. Before graduation students must take physical education for:				
a. less than one year	19	11	15	5
b. one year	54	51	52	59
c. two years	24	34	29	31
d. three years	2	1	2	0
e. four years	1	2	2	5
4. Where no physical education requirement exists, it was terminated:				
a. during the past four years	24	27	25	38
b. five-ten years ago	53	53	53	54
c. over ten years ago	7	3	6	0
d. never had a requirement	16	16	17	8
5. Where no physical education requirement exists there are:				
a. no other courses required	40	37	34	54
b. other courses required	83	63	66	46

TABLE 2
(continued)

Questionnaire Items	Affiliation		Sex Make-Up	
	Public N=298	Private N=365	Co-ed N=632	All Female N=35
6. The physical education requirement has existed for:				
a. more than five years	88%	84%	97%	91%
b. less than five years	0	3	3	9
7. The requirement of other courses (non p.e.) has been reinstituted (or instituted) within the past five years:	7	16	14	13
8. Students are excused from the physical education requirement for:				
a. varsity sport participation	5	15	10	11
b. prior military service	27	15	21	0
c. ROTC training	9	4	7	7
d. medical reasons	34	40	36	45
e. psychological problems	6	6	6	2
f. marital status	0	3	2	5
g. age	15	13	14	16
h. other	1	1	2	14
9. Approximate percentage of students excused:	3	4	3	3
10. In lieu of a course requirement competency tests:				
a. are offered	45	26	35	100
b. are not offered	55	74	65	0
11. Where competency tests are offered, the percentage of students who attempt them is:				
0-24	97	83	90	100
25-49	1	9	5	0
50-74	1	6	3	0

TABLE 2
(continued)

Questionnaire Items	Affiliation: Public N=298	Affiliation: Private N=369	Sex Make-Up: Co-ed N=632	Sex Make-Up: All Female N=35
B. CREDITS AND EVALUATION				
1. Credits towards graduation:				
a. are given	97%	81%	90%	57%
b. are not given	3	19	10	43
2. Before graduation students must complete:				
a. 1 semester hour	7	7	7	14
b. 2 semester hours	35	41	38	43
c. 3 semester hours	24	17	21	7
d. 4 semester hours	21	29	26	21
e. over 4 semester hours	13	4	8	14
3. Number of semester (or quarter) hours given per contact hour:				
a. zero	0	6	3	19
b. one quarter	2	8	4	13
c. one third	14	12	14	6
d. one half	65	52	60	44
e. two thirds	4	1	3	0
f. one	12	14	13	13
g. more than one	1	7	4	6
4. Credit hours these courses typically carry are:				
0	3	17	9	10
1/2	7	15	11	11
1	74	57	67	66
2	13	7	9	10
3	3	4	3	3
4	1	1	1	1
5. When proficiency tests are passed in leiu of taking the course, students:				
a. receive credit hours towards graduation	52	41	48	25
b. receive grades on their transcripts	31	20	27	25
c. are excused from the requirement	16	39	25	50

TABLE 2
(continued)

Questionnaire Items	Affiliation		Sex Make-Up	
	Public N=298	Private N=369	Co-ed N=632	All Female N=35
6. Grades in physical education are:				
a. letter	59%	42%	51%	38%
b. pass/fail or credit/no credit	20	41	30	55
c. numerical	1	1	1	2
d. student has option	18	14	17	2
7. Compared with other courses the grading system is:				
a. consistent	87	74	81	78
b. not consistent	13	26	19	22
8. Grades in physical education:				
a. count in grade point hour ratios	89	61	64	33
b. do not count in grade point hour ratios	11	39	36	67
9. Grades in physical education:				
a. are included in honors for graduation	86	60	75	28
b. are not included in honors for graduation	14	40	25	72
10. Final written exams are:				
a. administered in all courses	45	35	41	23
b. not administered	3	16	9	23
c. administered in some	51	49	50	53
The percentage included in c (above)				
0-19	10	14	10	43
20-39	9	19	13	29
40-59	13	24	19	7
60-79	28	22	26	7
80-99	39	2	31	14

TABLE 2
(continued)

Questionnaire Items	Affiliation		Sex Make-Up	
	Public N=298	Private N=369	Co-ed N=632	All Female N=35
11. Physical performance exams are:				
a. given in all courses	51%	36%	44%	17%
b. not given	7	20	13	38
c. given in some	42	44	43	45
The percentage included in c (above)				
0-19	10	15	12	13
20-39	12	19	15	25
40-59	21	33	27	38
60-79	29	18	24	0
80-99	29	15	22	25
12. Final grades are based on the following factors and to the extent indicated:				
a. skill	34	31	32	24
b. fitness	14	15	15	26
c. knowledge	20	19	19	11
d. personal qualities	11	11	11	12
e. attendance & participation	21	25	23	26
f. impossible to generalize for all instructors	53	47	98	2
C. COURSE OFFERINGS				
1. Percentage of courses offered:				
a. aquatics	14	15	14	13
b. basic movement & fitness activities	13	15	14	13
c. dance and rhythms	13	14	13	15
d. individual sports	15	17	15	15
e. dual sports	13	14	13	17
f. team sports	13	11	13	13
g. combative activities	10	8	9	5
h. outdoor skills (adventure)	8	7	7	7
2. Percentage of institutions reporting recent increases in listed course offerings:				
a. individual sports	21	21	21	21
b. basic movement & fitness activities	16	16	16	23
c. dual sports	14	12	13	14
d. outdoor skills (adventure)	13	13	13	5
e. dance and rhythms	12	14	12	19
f. aquatics	12	13	13	2
g. combative activities	8	6	7	12
h. team sports	3	4	3	5

TABLE 2
(continued)

Questionnaire Items	Affiliation		Sex Make-Up	
	Public N=298	Private N=369	Co-ed N=632	All Female N=35
3. Percentage of institutions reporting recent decreases in listed course offerings:				
a. team sports	44%	44%	44%	45%
b. combative activities	14	15	15	5
c. aquatics	10	16	12	35
d. dance and rhythms	10	8	10	0
e. basic movement & fitness activities	11	8	10	5
f. dual sports	7	6	6	5
g. individual sports	2	2	2	5
h. outdoor skills (adventure)	1	1	1	0
4. The trend to offer non-activity (lecture) courses to the general college student has been:				
a. increasing	58	48	54	29
b. decreasing	42	52	46	71
5. Courses available to non-major students:				
a. first aid	21	20	20	28
b. coaching skills	18	17	17	15
c. physiology	12	13	13	13
d. kinesiology	11	13	12	11
e. anatomy	11	12	11	11
f. psychological dimensions	8	7	8	9
g. philosophy	8	8	8	4
h. social dimensions	7	7	7	4
6. Activity courses required of all students:				
a. swimming	40	43	43	33
b. basic fitness	33	24	27	17
c. other	23	33	30	50

TABLE 2
(continued)

Questionnaire Items	Affiliation: Public N=298	Affiliation: Private N=369	Sex Make-Up: Co-ed N=632	Sex Make-Up: All Female N=35
7. Activity courses in greatest demand:				
a. tennis	29%	29%	28%	38%
b. hand/paddle/racquet ball	8	7	9	1
c. dance (all forms)	7	8	7	18
d. golf	7	6	7	4
e. aquatics	7	5	6	7
f. bowling	6	6	6	3
g. fitness	6	6	6	0
h. swimming	5	5	5	5
i. skiing (snow)	5	3	4	1
j. volleyball	3	6	4	0
8. Off-campus courses for credit:				
a. are offered	59	58	58	65
b. are not offered	41	42	42	35
9. Off-campus courses are offered:				
a. close to campus	55	55	54	57
b. at distant sites	45	45	46	43
10. Independent study courses:				
a. are offered	50	63	56	66
b. are not offered	50	37	44	34
11. The most successful courses added during the past three years are:				
a. camping (backpacking, orienteering, rock climbing)	17	8	12	0
b. hand/paddle/racquet ball	11	9	9	5
c. jogging/fitness	10	11	9	14
d. aquatics	7	10	7	10
e. snow skiing (cross country & downhill)	6	8	7	2
f. skin and scuba diving	6	6	6	2
g. dance (all forms)	5	9	6	10
12. Special fees for physical education equipment:				
a. are assessed	31	19	31	13
b. are not assessed	37	49	30	58
c. are assessed for certain courses; e.g., rentals	32	32	39	29

TABLE 2
(continued)

Questionnaire Items	Affiliation		Sex Make-Up	
	Public N=298	Private N=369	Co-ed N=632	All Female N=35
D. ELECTIVE PROGRAMS				
1. The students who have elected to take at least one course during the years shown:				
a. 1976-77	31%	38%	34%	45%
b. 1975-76	29	32	31	43
c. 1974-75	27	29	30	37
d. 1973-74	26	27	28	37
2. Physical education requirement was eliminated:				
a. before 1967	13	7	9	17
b. 1968-72	65	63	64	50
c. 1973-77	23	31	26	33
3. Present enrollment compared with year of elimination enrollment:				
a. 80-100+	63	44	53	75
b. 40-79	20	23	22	0
c. under 20-39	18	32	24	25
4. Present credit hour generation compared with that of year of elimination:				
a. 80-100+	72	64	69	100
b. 40-79	14	20	17	0
c. under 20-39	14	16	15	0
5. The percentage of students electing physical education:				
a. are men	54	58	51	0
b. are women	48	53	49	100

TABLE 2
(continued)

Questionnaire Items	Affiliation		Sex Make-Up	
	Public N=298	Private N=369	Co-ed N=632	All Female N=35
E. TEACHING FACULTY				
1. The percentage of faculty teaching in the general instruction program:				
a. are tenure or on a tenure track	33%	42%	36%	44%
b. are part-time faculty	18	23	20	30
c. are graduate or teaching assistants	15	6	12	2
d. are faculty in non-tenured categories	29	24	27	21
e. are from other classifications	5	5	5	3
F. SEX COMPOSITION OF COURSES				
1. Percentage of co-educational courses:	93	92	92	N.A.
2. Where segregated classes exist these courses are:				
a. limited to men				
wrestling	34	21	27	N.A.
basketball	20	19	14	N.A.
football	16	13	7	N.A.
gymnastics	8	7	22	N.A.
weight training/lifting	4	11	7	N.A.
b. limited to women				
basketball	19	19	29	N.A.
gymnastics	17	12	12	N.A.
field hockey	16	12	21	N.A.
figure/weight control	10	5	12	N.A.
softball	8	20	8	N.A.
lacrosse	6	4	8	N.A.
3. Teaching assignments are made with regard to the sex composition of the class:				
a. no	87	82	85	N.A.
b. yes	13	18	15	N.A.

TABLE 2
(continued)

Questionnaire Items	Affiliation		Sex Make-Up	
	Public N=298	Private N=369	Co-ed N=632	All Female N=35
4. In co-ed classes, faculty perceptions are that skill acquisition is:				
a. for men				
enhanced	18%	24%	21%	N.A.
hindered	20	17	18	N.A.
unaffected	63	59	61	N.A.
b. for women				
enhanced	48	42	54	N.A.
hindered	7	6	5	N.A.
unaffected	45	52	40	N.A.
5. In co-ed classes, faculty perceptions are that interest levels are:				
a. for men				
enhanced	45	46	45	N.A.
inhibited	7	6	7	N.A.
unaffected	48	48	48	N.A.
b. for women				
enhanced	55	49	52	N.A.
inhibited	5	6	6	N.A.
unaffected	40	45	43	N.A.

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